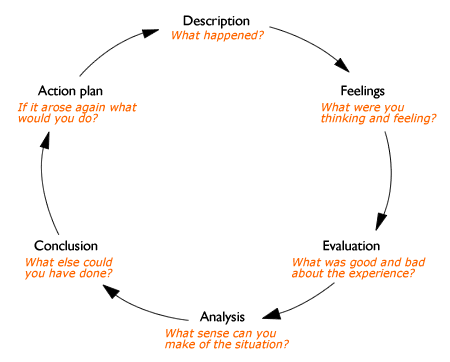
**USING GIBBS’ REFLECTIVE MODEL IN REFLECTIVE WRITING**

Gibbs’ reflective cycle Gibbs’ reflective cycle is a popular model for reflection. The model includes 6 stages of reflection and is presented below as cited in Dye (2011, p. 230).

**Gibbs**' **Reflective Cycle** was developed by Graham **Gibbs** in 1988 to give structure to learning from experiences. ... Feelings and thoughts about the experience. Evaluation of the experience, both good and bad. Analysis to make sense of the situation.



**Description**

In this section, you need to explain what you are reflecting on to your reader. Perhaps include background information, such as what it is you’re reflecting on and tell the reader who was involved. It’s important to remember to keep the information provided relevant and to-the-point. Don’t waffle on about details that aren’t required – if you do this, you’re just using up valuable words that you’ll get minimal marks for.

**Feelings**

Discuss your feelings and thoughts about the experience. Consider questions such as: How did you feel at the time? What did you think at the time? What did you think about the incident afterwards? You can discuss your emotions honestly, but always make sure to remember that this is an academic piece of writing, so avoid ‘chatty’ text.

**Evaluation**

For your evaluation, discuss how well you think things went. Perhaps think about: How did you react to the situation, and how did other people react? What was good and what was bad about the experience? If you are writing about a difficult incident, did you feel that the situation was resolved afterwards? Why/why not? This section is a good place to include the theory and the work of other authors – remember it is important to include references in reflective writing.

Analysis In your analysis, consider what might have helped or hindered the event. You also have the opportunity here to compare your experience with the literature you have read. This section is very important, particularly for higher level writing. Many students receive poor marks for reflective assignments for not bringing the theory and experience

**Conclusion**

In your conclusion, it is important to acknowledge whether you could have done anything else; what you have learned from the experience; consider whether you could you have responded in a different way. If you are talking about a positive experience…discuss whether you would do the same again to ensure a positive outcome. Also consider if there is anything you could change to improve things even further. If the incident was negative…tell your reader how you could have avoided it happening and also how you could make sure it doesn’t happen again.

**Action plan**

Action plans sum up anything you need to know and do to improve for next time. Perhaps you feel that you need to learn about something or attend some training. Could you ask your tutor or placement supervisor for some advice? What can you do which means you will be better equipped to cope with a similar event?

**Using Gibbs’ reflective model in reflective writing**

The following text is an example of a piece of reflective writing, following Gibbs’ model. The task was to write a reflection about an incident which occurred during the first few weeks of a teaching placement (1000 words). Please note that the references used are fictional. If you are not a student teacher, use One Search or your subject resources pages to find resources that explore reflective writing in your subject discipline.

**Using Gibbs: Example of reflective writing in a healthcare assignment**

**NURSING STUDENT REFLECTION CASE STUDY EXAMPLE**

**Description**   
In a placement during my second year when I was working on a surgical ward, I was working under the supervision of my mentor, caring for a seventy-two-year-old gentleman, Mr K (pseudonym), who had undergone abdominal surgery. I had been asked to remove his wound dressing so that the doctor could assess it on the ward round.

I removed the dressing under my mentor's supervision, using a non-touch procedure, and cleaned the wound, as requested by the doctor. My mentor was called to another patient at this point, so at her request I stayed with Mr K while we waited for the doctor to come to see him.   
  
The doctor had been with another patient, examining their wound, and I noticed that she came straight to Mr K to examine his wound, without either washing her hands or using alcohol gel first (The doctor failed to apply theme 3) ). I also noticed that she was wearing a long-sleeved shirt, and I was concerned that the cuffs could be contaminated. I thought for a moment about what to do or say, but by the time I had summoned enough courage to say something, I thought it was too late as she was already examining Mr K.   
  
**Feelings**  
I was alarmed by this, as I had expected the doctor to wash her hands or use alcohol gel before examining Mr K. However, I felt intimidated because I felt that the doctor was more experienced than me as a second-year nursing student; and I didn't want to embarrass her. Also, I didn't want to make Mr K concerned by confronting the doctor in front of him.(failed to theme 3 and 5)  
  
Later, I spoke to my mentor about the incident (she applied communication from the 6 Cs in healthcare practice and theme 2 was applied here) She suggested that we speak to the doctor together about it. My mentor took the doctor aside and asked her whether she had washed her hands before examining Mr K. She looked quite shocked. She said that she had been very busy and hadn't thought about it. My mentor discussed the importance of hand hygiene with her, (theme 3 and 5 is applied, communication and competence from the 6 Cs is applied) and the doctor assured her that she would wash her hands before examining every patient in the future. 

**Evaluation**  
The incident was extremely challenging for me. I regret that I did not act to challenge the doctor's practice before she examined Mr K. However, I am pleased that the doctor responded so positively to the feedback of my mentor, and I have observed that she has now changed her practice as a result of this incident. I too have learned from the incident, as it has taught me the importance of acting assertively with colleagues, in a sensitive manner, in order to safeguard patients' well-being.   
  
**Analysis**  
The Royal College of Nursing (2005) states that hand hygiene is the single most important activity for reducing cross-infection and points out that many health care professionals do not decontaminate their hands as often   
as they should. Recent guidance published by the Department of Health (2007) highlights the possibility of staff transmitting infections via uniforms, and the need to review policies on staff dress. The Nursing and Midwifery Council Code of Professional Conduct (2004, section 8) states that as a nurse 'you must act to identify and minimise the risk to patients and clients'. As the student nurse caring for Mr K under my mentor's supervision, this also applies to my own practice as a student nurse. 

**Conclusion**  
Looking back on this incident, I can see that I should have acted sooner, and that I should have ensured that the doctor washed her hands before examining Mr K. I can now see that my inaction in this **incident put Mr K's well-being at risk.** After discussion with my mentor, I recognise that **I need to develop the confidence to challenge the practice of colleagues, putting the well-being of clients at the forefront of my mind**. I realise that I need to be supportive to colleagues, understanding the pressures that they may be under, but ensuring that their practice does not put clients at risk.   
  
**Action Plan**  
In future, **I will aim to develop my assertive skills** when working with colleagues, in order to ensure that the well-being of clients is maintained. In my next placement, I will make this a goal for my learning, and will discuss this with my mentor to work out strategies for how I can achieve this.

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